

SCENARIO 9 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

PERU

Involvement



SCENARIO CARD

| MAIN GOAL

To draw the students' attention to the importance of involvement.

| SPECIFIC GOALS

The student:

- defines involvement as a value;
- understands that when they notice a problem, they can look for solutions;
- knows that they have an influence on the surrounding reality, although to a limited extent;
- understands that when they care about something, they should think about how to achieve it and what they can do;
- knows that they can ask adults for support in solving problems that are important to them.

| TEACHING AIDS

- a letter from Milagros from Peru (to be printed in 1 copy);
- photos from Peru (an A4 copy to be printed in colour);
- part of the documentary series "Domino Effect" – "Children to the Rescue";
- a large world map or globe;
- an A4 envelope;
- a computer, a screen and speakers for the screening a the film;
- sticky notes.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Milagros and the photos from Peru and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember the purpose of our journey together?
- Who have we already visited during our journey?
- What was the most important thing in the opinion of the children we visited?

Introduce the topic of the lesson.

- Today we will stay in South America and visit a girl who lives in Peru. We have just arrived here!

Point to and mark Peru on the map or globe. Ask the students to mark the country on the maps they have in their folders.

- There is a jungle in the north of Peru. It is home to more than 400,000 inhabitants of Iquitos. It is the largest city in the world not accessible by land. The only way to get there is by plane or boat. Milagros, who invited us, lives in the poorest part of Iquitos, the Belén district. For almost six months a year it is flooded by the waters of the Amazon basin, so the houses simply stand in the water. You will see them in the pictures attached by Milagros to the letter she wrote to you. The problem is not so much the fact that part of the house is immersed in water, but that small children can fall into polluted water when they come out of the house. This poses a great risk because they can drown and they are exposed to diseases caused by bacteria in the water. Do you think that your peer's living conditions influence what is important to her in life? I invite you to listen to what Milagros would like to share with you in her letter.

| WHAT IS INVOLVEMENT? – READING THE LETTER FROM PERU

Take Milagros's letter out of the envelope and read it.

“ Hi!

”

I'm Milagros. I am 9 years old and live in Peru, in the middle of the jungle, in the city of Iquitos. My house is located in the Belén district, where all the buildings are on stilts or float. Can you imagine that? You can't? I thought so, so I've prepared some photos for you so you can see how we live.

Stop reading the letter and show the pictures to the students.



Return to reading the letter.

” *As you can see, our homes have ladders and barriers or covers, but you probably know that small children are very active and clever: no barrier can stop them if they want to do something! There have been several accidents in my neighbourhood, where toddlers fell into the water and no one managed to save them. It was shocking and made us all very upset.*
After school I go to an after-school club where the classes are conducted by very creative people. They have shown us that we too, can help solve the problem of drowning children!
I have prepared a short film for you, in which the co-founder of our club, Esther, talks about what we did together and how it happened. See for yourselves. ”

Play the prepared **part of the film**. Return to reading the letter.

” *I wanted to write to you about how important it is for me to be involved in taking action. It all started with someone asking us what we would like to change in our lives and listening carefully to our ideas. You know, just because we're children doesn't mean we can't do anything about important problems. Our ideas count! Sometimes we see solutions that adults do not see. And when there are more of us, we can exchange ideas, our experiences, and by listening to others, we come up with new ideas – it's called inspiration!*
Since each of us knows how to do different things, we have different strengths, and when it comes to creating an action plan, we are much smarter and more effective as a group. We can use this to be more effective. And sometimes, thanks to our personal involvement (after all, we care about solving the problem of children falling into the water!), more people are ready to help us and support what we do. We knew that police officers understand water rescue operations much better than we do, so we asked them to share their knowledge with us and teach us what we can do on our own. When they saw how much we care about it and that we were fully involved, they immediately decided to help us! Thanks to that we are all safer.
I won't try to convince you if you find it hard to believe, but just think: it's not worth waiting for someone else to take some action, for someone to see that something is important to us. You have to take matters into your own hands and look for allies!
I hope that when you return home from this trip, you will look at some of your everyday problems in a different way and start looking for solutions with your friends. You'll see how much you can do!

*All the best,
Milagros*

| A LETTER FROM PERU – A CONVERSATION

Invite the students to talk: You can ask:

- What does Milagros consider to be the greatest value? Do you think it's important, too?
- What is involvement? What did Milagros write about and what do you know about it from your own experiences?

During the conversation, try to draw the students' attention to the fact that the children from Peru did not immediately try to rescue the younger children, but first, in cooperation with adults, they learned how to take care of their own safety and that of the people who needed help. Make the students aware of the principle that one should not take immediate action if it may pose risk to someone.

| WE HAVE INFLUENCE TOO! – GROUP WORK, CHOICE OF A TOPIC

*The activity is an introduction to setting the goal of a joint activity, which you can then use to involve the students in working using the project method and thus enable them to introduce a change they really care about. When selecting problems and discussing ideas for solving them, you can guide the students to see solutions that you know you can implement in the time you have at your disposal. It is important, however, that in the end, the decision is taken by the students. Your role will be to direct your plans and activities in such a way that you can implement at least the basic version of the project.

Referring to Milagros's letter (*Just because we're children doesn't mean we can't do anything about important problems. Our ideas count!*), announce to the students that when you finish your journey through the world of values and return to the usual classes, you will propose actions to them that will help them do something they care about, face a problem that is important to them.

Divide the students into 4-5-person groups. Ask them to first think alone and then in groups about what bothers them, what problems they see every day around them, in their neighbourhood.

- What problem do you see that could be solved by acting together as a class?

Also ask an additional question:

- What problem in your environment can be solved to also bring benefits to other people?
- Is this problem only important to you, or could other students also care about solving it?

After the allotted time has passed, each group should present a list of the problems they would like to solve. Write down the students' suggestions on the board. If the problems repeat in different groups, highlight those already written with an additional line.

Give the students one sticky note each. Let them stick it next to the problem which is the most important for them among the ones mentioned. If several problems have a similar number of votes, suggest that students who have previously pointed out to a different problem, selected by a smaller number of people, stick their note to one of those who have the largest number of votes. Read the name of the problem that is identified as the most important for most students.

| THE CHOICE OF AN ACTION WE CAN TAKE – A DISCUSSION

Encourage the students to discuss how to counteract the indicated problem. Invite them to give their own propositions and to consider the pros and cons of their ideas. Pay attention to how the students communicate with each other, so that they do not criticise ideas but focus on objective arguments.

When summing up the discussion, write down a few proposals for solutions to the problem on which the students mostly agreed on the board.

Prepare a vote on which proposal you will continue to work on.

To sum up, draw the students' attention to the fact that sometimes the involvement of more than one person requires a compromise and a focus on defining the conditions of cooperation so that everyone can achieve something that is important to them.

Tell the students when you plan to start working on the activity you have chosen together.

Examples of proposals for action:

PROBLEM	EXAMPLES OF ACTIONS
air pollution	<ul style="list-style-type: none"> setting up your own classroom garden preparation of a mini garden in the classroom with plants purifying the air information campaign on smog and a campaign promoting anti-smog masks
no time to play (too much time devoted to studying after school)	<ul style="list-style-type: none"> creating games that improve the knowledge of what the students need to learn
the illness of a student from our school	<ul style="list-style-type: none"> raising money for treatment and rehabilitation planning regular visits assistance in preparing for school borrowing notes and notebooks
overcrowded and under-supplied animal shelters	<ul style="list-style-type: none"> collection of pet food campaign promoting the adoption of animals from a shelter visiting a shelter, walking the animals, playing with the animals building animal sheds, sewing cushions and lining for the sheds

WHAT IS INVOLVEMENT? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what involvement is in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

WHAT ARE WE TAKING WITH US FROM TODAY’S TRIP? – SUMMARY OF THE CLASS

Sum up the classes by referring to today’s experience of choosing the problem the students want to address and the actions they can take. Tell them that this way they have already experienced involvement. Emphasise that involvement is a sign of the importance they attach to a particular issue.

AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



DEAR PARENTS! DEAR GUARDIANS!

In today's class in the "Journey through the World of Values" series, we talked about what involvement is. The students learned the story of the children who live in Iquitos, Peru, the largest city in the world that cannot be accessed by land. One of the districts of Iquitos, Belén, is regularly flooded for almost six months of the year by the waters of the Amazon basin, so the houses simply stand in the water. The problem is not so much the fact that part of the house is immersed in water, but that small children can fall into the water when they come out of the house and they are exposed to diseases caused by bacteria in the water. INFANT, an organisation supported by the Kulczyk Foundation, runs classes in Belén to show children the importance of their involvement in activities aimed at improving safety and health for themselves and their communities. One of the projects started by children was the organisation of a rescue team trained in helping small children. In cooperation with the local police, they learned how to react when a child falls into the water. The number of drownings has decreased, older children regularly teach younger children to swim and train themselves in first aid. This story was the starting point for our conversation about what the students in our class would like to be involved in. They independently chose a problem which, in their opinion, is important, and we planned the next steps.

In the classroom, we wanted to draw the students' attention to the importance of involvement and mutual help.

After the classes, the student can:

- define involvement as a value – taking deliberate actions in order to achieve what
- is important to us;
- explain that when they see a problem, they can look for solutions;
- see that they have an influence on the surrounding reality, but at the same time they know that their impact is limited;
- understand that when they care about something, they should think about how to achieve it and what they can do to achieve it;
- ask adults to support them in solving problems that are important to them.

Suggested activity to be done at home

1. Consider a recent problem with your child that seemed for you to be impossible to solve but your child managed to deal with it. What helped accomplish the task?
2. What problem can you solve at home by working together with all the members of the household? What is the problem and what actions can you take?
3. Talk to your child about what traits of character help perform difficult tasks and not give up.
4. Which words help us when we are performing a difficult task? On a piece of paper, write down the phrases that give your child wings. Pay attention to what is most important to the child.

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*All the best,
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